

MITCHELL ELEMENTARY

2 Perry Street
Charleston, South Carolina 29403

GRADES PK-6 Elementary School

ENROLLMENT 365 Students

PRINCIPAL Anne E. Goodman 843-724-7262

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	25	37	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

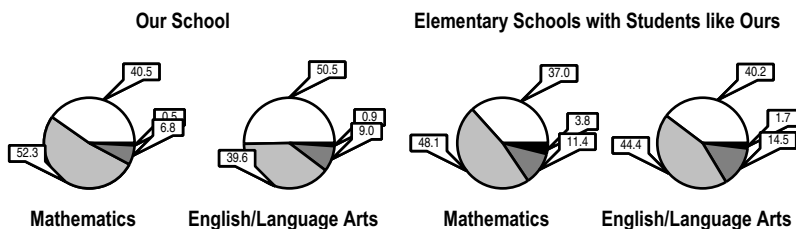
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	26	58	28
Percent satisfied with learning environment	50.0%	77.2%	85.7%
Percent satisfied with social and physical environment	65.4%	79.3%	64.3%
Percent satisfied with home-school relations	26.9%	93.0%	78.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	249	100.0	50.5	39.6	9.0	0.9	9.9	17.6
Gender								
Male	110	100.0	60.2	33.7	5.1	1.0	6.1	17.6
Female	139	100.0	42.7	44.4	12.1	0.8	12.9	17.6
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	248	100.0	50.5	39.6	9.0	0.9	9.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	209	100.0	44.0	44.6	10.3	1.1	11.4	17.6
Disabled	40	100.0	81.6	15.8	2.6	N/A	2.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	249	100.0	50.5	39.6	9.0	0.9	9.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	249	100.0	50.5	39.6	9.0	0.9	9.9	17.6
Socio-Economic Status								
Subsidized meals	238	100.0	51.6	39.2	8.3	0.9	9.2	17.6
Full-pay meals	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	249	100.0	40.5	52.3	6.8	0.5	7.2	15.5
Gender								
Male	110	100.0	43.9	51.0	5.1	N/A	5.1	15.5
Female	139	100.0	37.9	53.2	8.1	0.8	8.9	15.5
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	248	100.0	40.5	52.3	6.8	0.5	7.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	209	100.0	35.3	56.5	7.6	0.5	8.2	15.5
Disabled	40	100.0	65.8	31.6	2.6	N/A	2.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	249	100.0	40.5	52.3	6.8	0.5	7.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	249	100.0	40.5	52.3	6.8	0.5	7.2	15.5
Socio-Economic Status								
Subsidized meals	238	100.0	41.5	51.6	6.5	0.5	6.9	15.5
Full-pay meals	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	74	N/A	42.5	46.6	11.0	N/A	11.0
	Grade 4	72	N/A	42.0	47.8	10.1	N/A	10.1
	Grade 5	65	N/A	45.3	45.3	7.8	1.6	9.4
	Grade 6	60	N/A	50.0	38.3	11.7	N/A	11.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	59	100.0	45.3	41.5	11.3	1.9	13.2
	Grade 4	62	100.0	38.9	42.6	18.5	N/A	18.5
	Grade 5	67	100.0	67.2	29.5	3.3	N/A	3.3
	Grade 6	61	100.0	48.1	46.3	3.7	1.9	5.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	74	N/A	36.5	45.9	14.9	2.7	17.6
	Grade 4	72	N/A	51.4	44.4	2.8	1.4	4.2
	Grade 5	65	N/A	43.1	41.5	15.4	N/A	15.4
	Grade 6	60	N/A	46.7	40.0	11.7	1.7	13.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	59	100.0	34.0	62.3	3.8	N/A	3.8
	Grade 4	62	100.0	33.3	53.7	11.1	1.9	13.0
	Grade 5	67	100.0	47.5	52.5	N/A	N/A	N/A
	Grade 6	61	100.0	46.3	40.7	13.0	N/A	13.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 365)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	95.1%	Down from 97.4%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.9%	Up from 4.2%	4.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.6%	Up from 6.4%	8.3%	8.0%
Older than usual for grade	19.2%	Up from 2.4%	3.2%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	35.5%	Down from 37.8%	46.7%	50.0%
Continuing contract teachers	64.5%	Up from 62.2%	76.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	71.3%	Down from 77.1%	79.3%	86.2%
Teacher attendance rate	95.5%	Up from 95.1%	95.3%	95.3%
Average teacher salary	\$37,174	Down 2.9%	\$37,930	\$39,909
Prof. development days/teacher	11.4 days	Up from 8.0 days	13.3 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	17.3 to 1	Down from 17.8 to 1	16.7 to 1	18.9 to 1
Prime instructional time	90.0%	Down from 92.0%	88.9%	89.7%
Dollars spent per pupil*	\$5,675	Up 15.2%	\$7,009	\$5,892
Percent spent on teacher salaries*	70.7%	Down from 75.5%	63.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We are proud of the number of exemplary programs and initiatives implemented and the continuous improvement in academics, student behavior, parental involvement, and a community striving to make Mitchell Elementary School a "School of Excellence". We are dedicated to provide a safe and nurturing environment where students can reach their educational potential and become productive citizens.

We are making progress in raising our academic achievement by using instructional techniques that are best practices, involving children and parents in the learning process, and providing staff development that is meaningful in enhancing the school's growth. As a school we are committed to providing a meaningful experience for all students and ensuring that learning is an ongoing process for all.

Our challenges are improving our PACT scores and parental involvement. We are working on finding ways to have parents be supportive and take an active role in their child's education. We are implementing the Renaissance Model that is a math, language arts, early literacy program allowing us to meet the diversity of our students' needs. Administration, staff, PTA, School Community Council, and business organizations work together and strive to involve all parents in reaching our vision for the school. We can accomplish all goals when staff, parents, students, and the community work together as partners.

Sincerely,

Anne E. Goodman
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.